



School:	Frick Impact Academy	Principal	Ruby L. De Tie
School Address	2845 64th Ave Oakland CA 94605	Principal Email:	ruby.detie@ousd.org
School Phone	510-729-7736	Principal Phone:	510-729-7736
2017-18 Enrollment (6-8)	263	Anticipated Grant Amount*	\$50,040

*\*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.*

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
155	108	100%	5.32%	12.93%	19.01%	99.24%

**Student Body Ethnic Composition**

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
45.45%	0.00%	0.76%	48.48%	1.52%	0.76%	0.00%	1.14%

**Measure G1 Lead Team (can be a pre-existing team such as ILT)**

Name	Role
Christina Anderson	ILT
Jaymie Lollie	ILT
Eugene Stovall	ILT
Elsa Varela	ILT

**School Vision:**

Frick Impact Academy Gladiators will act as agents of change by exploring an innovative, rigorous and responsive learning environment where they feel safe and confident to take risks, think critically, and graduate prepared to navigate college, career, and life with success.

**Middle School Measure G1 Self- Assessment:**

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<b>Music (Rubric Score)</b>		<b>Art (Visual Arts, Theater, and Dance)</b>	
<b>Access and Equitable Opportunity</b>	Entry	<b>Access and Equitable Opportunity</b>	Entry
<b>Instructional Program</b>	Entry	<b>Instructional Program</b>	Entry
<b>Staffing</b>	Entry	<b>Staffing</b>	Entry
<b>Facilities</b>	Basic	<b>Facilities</b>	Entry
<b>Equipment and Materials</b>	Basic	<b>Equipment and Materials</b>	Entry
<b>Teacher Professional Learning</b>	Basic	<b>Teacher Professional Learning</b>	Entry
<b>World Language (Rubric)</b>			
<b>Content and Course Offerings</b>	Emerging		
<b>Communication</b>	Emerging		
<b>Real world learning and Global competence</b>	Emerging		

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment )</b>		<b>Safe and Positive School Culture (SPF/SPSA)</b>	
<b>2016-17 Enrollment Data (projection vs. 20 day)</b>	Day 20- 221 Current-263	<b>SPF - Suspension</b>	7.4%
<b>ES Outreach Strategy Actions</b>	Class presentation for all feeder schools FIA school tours Middle School Options fair. Elementary Options Fair	<b>SPF - Chronic Absence</b>	17.7%

<b>Programs to support ES students transition to MS</b>	Summer Bridge Guidance Counselor Advisory Structure Parent Night-What to expect about MS	<b>CHKS data</b>	63%
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**Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
<a href="#">SSC</a>	2/13/17

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
<a href="#">ILT</a>	2/6
<a href="#">Staff Meeting</a>	2/27

## ***Budget Justification and Narrative***

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

### **The Goals of the Measure**

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.
- 3.

Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

**1. Music Program-NA**

<b>Programmatic Narrative Based on Rubric</b>		
-Alternate Source		
<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>

**2. Art Program-NA**

<b>Programmatic Narrative Based on Rubric</b>		
-Alternate Source		
<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>

**3. World Language Program**

<b>Programmatic Narrative Based on Rubric</b>		
<p>Currently we do not offer any foreign language at FIA. Students expressed interested in taking spanish. Our goal would be that 6th grade students who opt into Spanish will set a goal of becoming bilingual and continue on with their language acquisition in high school. Our goal would be for students to be prepared to take AP spanish and or have already passed the AP spanish exam by the time they exit 12th grade. Our vision is to also support the students to not only communicate with their spanish-speaking peers, but also provide real-world opportunities to communicate to other Spanish speaking people.</p>		
<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
4200	Spanish Curriculum	Spanish will be offered as an elective to 6-8th grade students. We will also offer Spanish for spanish speakers
1105	Spanish Teacher	Teacher will provide instruction for both new/ and spanish speaking students. This will prepare students to complete a G requirements.

2.

**5th to 6th Grade Enrollment Retention**

<b>Programmatic Narrative Based on Data Analysis</b>
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Budget	2017-18 Activity	Anticipated Outcome

## 2. Safe and Positive School Culture

### Programmatic Narrative Based on Data Analysis

#### Chronic Absenteeism 12.3%

Increase School Attendance through building school site teams to analyze data, develop innovative systems, and focus on building relationships to address chronic absence and truancy. OUSD Attendance Goals: Chronic Absence Rate 5% or less, 85% students attending school 95% of school days, ADA 98%

#### Suspensions for use of violence: 45

Strengthening COST and MTSS systems to support students, families and teachers through coaching with Behavioral Health teams to meet highest need students and families.

Number of COST Referrals Addressed by JAN 2017: **106**

Primary Service Referral: **Individual Counseling**

The top reason for COST referrals at Frick Impact Academy in the 2016-17 school year were for individual counseling services. Currently we do not have enough therapist on site to see the number of students who exhibit tier three behaviors and need individual services(1:1 and group therapy). We have adopted a new-comer program this school year. With this new population of students, we did not anticipate the amount of services they would need. With an additional 50 students added to our school population this increased the amount of mental health services needed. We have decided to put additional resources into trauma informed practices and mental health services for our entire school population. Currently we have invested in mindfulness practices, trauma informed professional development, and restorative justice practices in efforts to support students' social emotional needs to increase our ADA and decrease the number of office referrals and suspensions. By investing in more resources to support students who display tier two and three behaviors more mental health interns, and a trauma informed art class we will help students to:

- Recognizing feelings and bodily reactions to indicate anxiety
- Identifying situations that provoke anxiety or negative expectations
- Changing self-talk from anxious to coping self-talk, and determining coping actions
- Self-evaluation and reinforcement
- Enhanced overall school safety by greater student self awareness

Budget	2017-18 Activity	Anticipated Outcome
24,100	Mental Health Interns	<ol style="list-style-type: none"> <li>1. Increase individual therapy services by 15%</li> <li>2. Decrease chronic absence by moving from 11.8 to 6.8%</li> <li>3. Decrease suspensions from 9.3% to 5%</li> </ol>
26,040	Trauma informed art/creative writing class	<ol style="list-style-type: none"> <li>1. Decrease the number of students who exhibit tier 3 behaviors by 20% as measured through suspension</li> </ol>

		<p>and referral data.</p> <ol style="list-style-type: none"><li data-bbox="1013 128 1502 344">2. Increase School Attendance through building school site teams to analyze data, develop innovative systems, and focus on building relationships to address chronic absence and truancy.</li></ol>
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